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ABSTRACT

This document is a report of a visit to the United Kingdom in May 1981, to research the types and functions of the adult education guidance and counselling services available there. The report is organized in five sections. The first two sections provide a rationale for educational guidance and counselling for adults and describe the adult education system in Great Britain. Included is information on the legal bases, organizational structure, and participation in adult education. In the third section, the authors describe the situation of guidance services in continuing education in England. They found that there is little government financial support for such services and that political investment and economical resources were lacking in England. The fourth section describes the authors' visit to three further education guidance centers in London, Hatfield, and Bradford. Information is given on the history of each center, its operations, its staff and facilities, services provided, types of clients, and future plans. The final section of the report focuses on continuing education guidance in Sweden, the Federal Republic of Germany, and Denmark as a comparison to the situation of guidance services in the United Kingdom. Appendixes to the report include reports of visits to two institutes of continuing education in London, a directory of educational guidance services for adults, and a list of participants. (KC)

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**European network of interaction projects
in adult education**

**ADULT EDUCATION GUIDANCE
AND COUNSELLING SERVICES
IN THE UNITED KINGDOM**

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Report of the visit
to information, guidance and counselling centres
in the United Kingdom
(18-21 May 1981)

with an overview of the situation of similar services
in Denmark, the Federal Republic of Germany and Sweden

by

A Frischkopf and J Braun

CONTENTS

	<u>Page</u>
1. Preface	1
2. The adult education system in Great Britain,.....	2
3. The situation of guidance services in continuing education in England	4
4. Visit to the continuing education centres in London, Hatfield and Bradford	6
4.1 The education shop, Tower Hamlets, London	6
4.2 Educational guidance for adults, Hatfield	9
4.3 Education advice service for adults, Bradford	11
4.4 A comparison of the three guidance centres	13
5. The situation of continuing education guidance in Sweden, the Federal Republic of Germany, Denmark	15
5.1 Guidance services in Sweden	15
5.2 Guidance services in continuing education in the Federal Republic of Germany	16
5.3 Organisation of study counselling and guidance in Denmark	19
<u>Appendices</u>	
1. Visit to two institutes of continuing education in London	21
2. Directory of educational guidance services for adults	23
3. List of participants	26

1. PREFACE

The visit to the United Kingdom was made within the framework of the Council of Europe project "Development of Adult Education". The aim of the project is, inter alia, to determine mutual aims and problems in the setting up of continuing education guidance centres in various European countries.

In the visit to the United Kingdom the group had the opportunity of getting to know about important experiments in the establishment of guidance services in continuing education. To this end we were given a great deal of information, brochures etc, and the report "Links to learning" by ACACE. We were able to talk to counsellors, administration experts and politicians, thanks to the excellent organisation of the visit by the National Institute of Adult Education. It was possible to have a clear overview of the situation and hold discussions on adult education guidance. Exchange of views on the development of continuing education services in Sweden, Denmark, Norway, the Federal Republic of Germany, Switzerland and Italy enabled everyone to form a picture of the structure of guidance and counselling services in the field of continuing education in European countries.

The question of educational guidance has gained considerably in importance within the framework of continuing education development over the last few years and has a two-fold vital significance. On the one hand, it is especially intended to make groups of people who are unused to education familiar with what education has to offer them in their regional environment. On the other hand, it is meant to contribute - both by discussions with potential continuing education students and with continuing education institutions - to improving the quality of the services rendered in them.

The talks during the visit confirmed this trend and showed that educational guidance is seen as an important matter in most of the member states of the Council of Europe.

2. ADULT EDUCATION IN GREAT BRITAIN (1)

A further initial consideration must be in relation to the scope and range of what is meant by "adult education". The tradition in the United Kingdom, common to all four countries, was to regard the term "adult education" as being synonymous with non-vocational educational courses, classes and programmes for adults. Vocational, professional or work-orientated programmes were often designated as "further education" or "training".

In fact, the Russell Committee found it very difficult to adhere to this limitation, as on numerous occasions the evidence presented to them was not able to be separated on the basis of the simple polarity "vocational" vs "non-vocational".

Conceptually the notion of adult education is coming to mean: "the provision of non-formal and informal education for adult people; that is, courses excluding the normal range of provision in colleges and universities for young people immediately following the statutory school leaving age, but including the full range of recurrent educational opportunities designed for people of more mature years, and related to any or all aspects of adult life".

However, administratively the old divisions persist. This fact, amongst other inconsistencies, illustrates the present great paradox of adult education in Great Britain; where the concepts and practice of the service frequently strain the bounds of the legislative and administrative framework in which they are based.

2.1 Legal bases

The base line for modern adult education services in all four countries of the United Kingdom is a series of Acts of Parliament passed in the immediate post-war period. Inherent in all of these was the principle of developing "... a national service, locally administered". For this purpose certain levels of local government, either the old counties or the more recent urban municipalities, were designated as local education authorities (LEAs). These LEAs were charged with considerable responsibilities to provide educational services to meet the needs of their respective areas. The notion was to devolve much detailed planning and management to this local level, but to insist on certain national standards being maintained.

2.2 Organisational structures

Basically then, there are four major organising foci for continuing education for adults in all four countries of the United Kingdom: the local education authorities (called regional authorities in Scotland and education and library boards in Northern Ireland), the universities, the voluntary associations, and central government departments.

(1) Excerpts from the paper "Adult Education in Great Britain" by Arthur Stock, Director, National Institute of Adult Education, July 1978.

The largest in every dimension of measurement is the local education authorities. LEA-provided courses and programmes account for just over 85% of all known adult education enrolments. The LEAs are responsible for the vast majority of buildings, equipment and human resources (ie teachers and ancillary staff) available: adult education colleges, centres and institutes are mostly LEA owned and financed - only a few independent centres remain; the colleges of further education and the polytechnics, many of which undertake substantial amounts of educational work for adults, are also part of the LEA structure; similarly, the day schools for children (many of which are used in the evenings for adult courses) together with the specially built multi-purpose school-centred campuses such as the village or community colleges, are all LEA operated. Of the part-time teacher force approximately 80% are LEA employed, of which about 40% are qualified day school teachers and the other 60% are qualified in a particular subject or skill, but not teacher trained. There are currently about 2,200 full-time adult education "organisers" - principals, wardens, managers, heads of department, tutor organisers in the United Kingdom, of which about 1,600 are employed by LEAs.

2.3 Participation of the population (statistical remarks)

Nevertheless some further analysis of the available statistics in England and Wales, plus extrapolation from special studies undertaken by the National Institute of Adult Education and the Russell Committee, enable us to indicate certain proportions and trends as to the involvement in courses of study of the population at large.

Thus, extrapolating from the figures of academic year 1973/74, we may judge that there were approximately 3.2 million adults in England and Wales (combined) engaged in systematic study in LEA establishments or responsible body institutions. Of these we may calculate that about 1.9 million were not pursuing courses leading to diplomas or certificates, whereas the remaining 1.3 million were engaged on courses of such a character either relating to a recognised qualification or general education certificates or diplomas required as a preliminary to such courses of professional qualification.

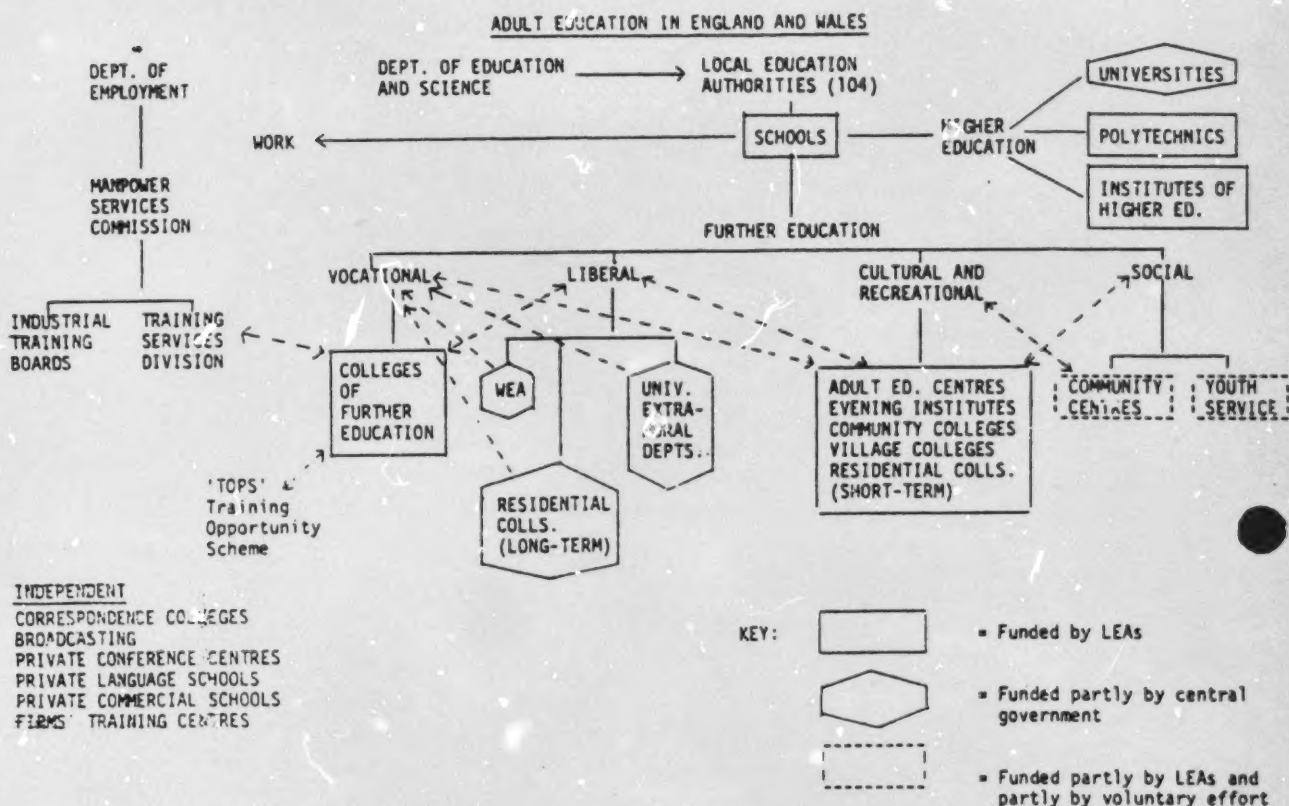
Of course summing up totals in this way does not greatly help us to determine informative detail about those who join adult education, and more particularly those who do not join.

A study some years ago by a leading sociologist suggested that in a lifetime nearly 45% of the population engaged in some form of adult continuing education.

At the present time purely "non-vocational" adult education attracts barely 0.5 % of the total national expenditure on education, and the percentage in the present difficult economic situation is falling.

So although British adult education is passing through difficult and trying times, the general prognosis would suggest that its undoubted flexibility and adaptability will carry it through to better days ahead, when it will finally be accepted and endorsed as the true fourth sector of British education.

The figures represent about 9% (in any one year) of the adult population. We may fairly hypothesise that a further 1%+ of the adult population is regularly involved in educational activities sponsored by the several small voluntary agencies, the private correspondence colleges and the Open University. Thus we may estimate that roughly 10% of the adult population has some systematic educational commitment in any one year. The proportion of women to men is approximately 4:3; and in non-certificate courses 2:1.



3. THE SITUATION OF GUIDANCE SERVICES IN CONTINUING EDUCATION IN ENGLAND

3.1 At the beginning of the visit, Peter Clyne (Inner London Education Authority) explained to the members of the group the report "Links to learning" (Advisory Council for Adult and Continuing Education). The report is the first comprehensive representation and substantiation of continuing education guidance centres in England. Although it was submitted to the Department of Education and Science, there is at present no hope of the government giving financial support to the local education authorities in the setting up of guidance and counselling services. One positive function of the report lay in directing public interest - for the first time in England and Wales - towards the continuing education problems of the unemployed, foreigners, women and groups with special needs.

Public responsibility for the field of continuing education as demanded in the Russell Report is not being actively sought in the United Kingdom at the moment.

In the week of our visit a scientific survey was summarised in the papers, which showed to what little extent adult education in England had succeeded in reaching the priority groups, and what little possibilities to have a study grant and leave from work to study they had. "Adult educators and others will readily understand that without paid educational leave, or something like it, any dream of continuing education for all who need it and want it remains a dream" (Education and Work, NIAE, 1981). With that background meeting adult educators in all fields who worked with great interest and commitment not only to keep the standard in adult education but also to improve it - that was the emotional benefit of the visit to guidance services in England.

3.2 The political investment and the economical resources were lacking in England

The impression is that the guidance that existed was the result of individual initiatives and great idealism. The centres were attached to an institution or a group of organisers organisationally. They were financed through support from local authorities, or an institute or college which had given priority to guidance instead of another activity or support from charity funds. The centres we came into contact with were not normal institutions but seemed to provide exceptionally good solutions for the guidance problem. The financial support was so insecure that we were not sure whether they would exist next month.

As opposed to the Federal Republic and Sweden, the guidance centres in England are not developing at the moment from an overall conception or from research projects in which the various functions of the guidance services are tested. The guidance centres in England come into being, to a large extent, independently of one another within the framework of local conditions and institutional ties. The first exchange of views with the guidance centres has shown that primarily individual guidance has been carried out so far. Without increasing staffing in the guidance centres and financing full-time educational advisers it will be difficult to bring about necessary functions in continuing education guidance (for example approaching target groups, course guidance, investigation into guidance requirements).

3.3 The problems the guidance centres are confronted with are numerous and not only of a financial nature. It was astonishing, however, to see - both in the discussions with the group of visitors and in the talks with the English experts - that the ideas developed independently in the different groups led to identical results. A consensus of opinion emerges in the following points:

1. high priority is given to educational guidance by virtue of the tasks it has to carry out, particularly in times of economic recession;
2. the continuing education guidance centres must be independent of individual continuing education institutions;
3. the guidance centres must have full-time members of staff who are suitably qualified for their guidance work;

4. the function of the guidance centres does not consist merely of passing on information to those seeking advice, but also in the advising of continuing education institutions to whom the wishes and problems of those advised should be reported back;
5. the guidance centres could contribute to a co-ordinated development of continuing education on the basis of voluntary co-operation at a local level.

Thus a field of co-operation is shown which can prove to be very profitable, especially for the new Council of Europe project which will be started in 1982.

3.4 In the discussions the participants had during the visit with Arthur Stock, Peter Clyne, John Taylor, John Evans and Lesley Morphy, many of the questions which were raised as a result of the visit were answered, in particular:

- tasks and functions of continuing education guidance services;
- differentiation of vocational and non-vocational education;
- organisation and financing of the British continuing education system;
- problems of setting up continuing education guidance centres.

4. VISIT TO THE FURTHER EDUCATION CENTRES IN LONDON, HATFIELD AND BRADFORD

The three guidance centres we visited differed considerably in various ways. Before we take a closer look at some of the special features involved, let us introduce the three centres. We will let them speak for themselves by quoting from their own reports.

4.1 The Education Shop - Tower Hamlets Education Advice (THEA) (Kevin Burton, March 1981)

Origins

The Education Shop is an education guidance service for adults. We are now established as an independent charitable organisation seeking to provide an information, advice and counselling service for adults wishing to undertake any form of education or training. The initial impetus behind the setting up of the project came from the experiences of local literacy workers, educationalists and community groups who recognised the urgent need for such a service. Carol Morris, convenor of the project, established a working party in 1978 to look into the ways of establishing such a service. After exhaustive consultations it was decided to develop the service within the framework of phased development, ultimately establishing an Education Shop on the high street from which outreach programmes and satellite operations would develop.

Needs

To define the aims of the project simply would be to say that we seek to make educational and training opportunities for adults accessible and relevant to all adults. Education and training provision within London is currently extensive and will become increasingly diverse as it responds to the changing needs of the community as a whole. This very diversity, however, creates significant problems of access, particularly for individuals who have not previously considered education as being relevant to their lives.

Information is vital to access. The lack of co-ordination of course information provided by a range of educational and training agencies is the first difficulty encountered by a potential student. Secondly, the information produced by each agency in the form of prospectuses and leaflets is required to serve a dual function. It is both an information document and a marketing document. It provides information whilst at the same time trying to "sell" the courses and the institution, furthermore the information provided is often based on the assumption that the enquirer already knows what he/she wants to do. The task is seen as enabling the potential student to decide which version of a subject and which level is most appropriate to his/her needs. It is our experience that whilst many enquirers do know what they want to study a significant number do not.

Information alone, therefore, is insufficient. Active advice is also required to facilitate understanding of the information provided, to relate it to needs and to assess suitability of particular courses. Educational counselling, while time consuming, is often more cost effective in the long run - it provides the forum in which an enquirer can reach his/her decisions fully understanding the financial, social and personal implications of his/her choice and often becomes a highly motivated and successful student.

However, adults may need help not only in making choices (based on information of the whole range of resources) but also in their implementation. This help may take a number of forms: support in working through systems of entry procedures, stresses of interview or examination, etc; advocacy - negotiation on behalf of the enquirer regarding such issues as entry requirements, timing of courses, grants appeals, ancillary services, etc. This close contact with individuals in the community allows for the feed-back of information on clients' needs into the education system so that the system can take account and respond to them.

History of operation

This project has operated on a very limited basis since September 1978 from an office in a local Citizens Advice Bureau. We moved to our present shop-front location in November 1980. We receive limited ILEA support and have also, in the past, attracted charitable donations from various sources. It has always been our aim to open an Education Shop in the high street to make our service - and so the educational providers - more accessible to the adult population.

Since our opening in September 1978 we dealt with over 1,000 enquiries before our move to the shop. Whilst this may not seem a vast number it must be viewed in the context of very limited opening hours and limited publicity - this was in line with the project's belief that we should undertake a phased development programme. To simply throw open our doors from the start would have been irresponsible as the quality of the service would have suffered.

The need for such a service is unquestionable, especially in such an area of severe urban deprivation which also has one of the lowest educational achievement standards in London. Of the people seen in our CAB office base the following groups have been identified:

- 42% of users are from ethnic minority groups;
- 55% of users are women;
- 75% of all users are over 21 years of age, with a significant majority in the 21 to 35 age group. Over 30% of this group are unemployed and a substantial number of those who are in employment could be classified as under-employed or seeking an upgrading of skills.

From our new base at the shop we have seen a staggering increase in demand. During our first 14 weeks of operation we have dealt with 400 enquirers. The project's belief in the importance of shop-front premises has been totally justified. We are now ready to move on to do more outreach/research/advocacy work for we have encountered a new difficulty. Far too often the course of action we suggest for people is by no means ideal as there simply is not the provision at the right level/time/location. We are still fitting people to educational institutions and not the reverse. Furthermore, with fewer and fewer jobs available there is a noticeable trend for some courses to demand more than minimum entry requirements which results in fewer opportunities for people with no, or lower, qualifications. We have already experienced some limited success in advocating for new provision.

This work was done in liaison with City and East London College who, after we had co-ordinated a series of meetings that identified an urgent need for additional English as a Second Language course, have now set up a new part-time day ESL course.

The future

For there to be any hope for the future it is necessary for there to be a concerted effort made to identify those groups least well serviced by current education provision. Following on from such an identification it is essential that the relevant authorities be pressured into a positive response to tackle the problems. It is almost certain that any solution will require a significant shift in policy and a far more flexible approach. It is our belief that independently run projects such as THEA can play a very important role in future development of education provision for adults. However, the effective geographical range of such services is limited. Our mode of operation whilst suitable to our locality may not prove appropriate to another area of London. What is unquestionable is that there should be a co-ordinated action to rationalise the provision of such services throughout London in an attempt to tackle the dual problem of accessibility to and relevance of current education provision for adults.

4.2 Education Guidance for Adults, Hatfield

There being no short description of the guidance centre available, we are quoting here from the third annual report (1979/80). It presents a clear picture of the objectives, working methods and problems in the centre. However, as it is too long it can only be quoted in part.

1. Introduction

... Aside from the Educational Guidance Service for Adults operating in Belfast, the Hatfield EGA is now the longest-standing professionally staffed service in the country. Several services which were dependent on short-term MSC funds have had to close down. However, other educational guidance services have sprung up, often organised by further or higher education lecturers with help from volunteers. They have come into being because the need is increasing as more adults seek education either for leisure or to enhance their careers and employment prospects.

A total of 642 people sought advice from EGA during the year, which is very similar to the first year of operation, but less than last year's total of over 900. The reduction in clients this past year can, perhaps, be attributed to lack of financial resources for direct advertising and the fact that the centre had to close one day a week from January to July

2. Developments during the year

2.1 Staff

The centre has continued to be directed by Mrs Ruth Michaels, senior tutor for continuing education at the Hatfield Polytechnic and Mr Roger Mills, senior counsellor, Open University, East Anglian region and staffed by Dr. Anne Vickers (Open University) and Mrs Joan Springall (the Hatfield Polytechnic). Mrs Springall continues on a three days a week basis; originally Dr. Vickers was funded for two and a half days a week, but this was reduced to one and a half days from January 1980. This left the centre unstaffed for one day a week for several months although the student careers centre kindly agreed to take messages.

Suitable volunteers were sought from among mature students graduating at the polytechnic and two helped for short periods. Since September the centre has been fortunate in attracting the help of a recently graduated polytechnic mature student who comes one day a week and is being trained on the job. This has happily enabled the centre to resume a full-time service. Another volunteer, a teacher seconded to take the one-year diploma in careers education and guidance at the polytechnic, is also helping one half day a week with the co-operation of her course tutor as part of her programme of studies.

2.2 Accommodation and facilities

Since July 1979 EGA has had its own two-room hut on the campus of the Hatfield Polytechnic adjoining the student careers advisory centre.

2.3 Advisory Committee

The Advisory Committee met twice during the year. It has representatives from the local education authority, the Open University, the Hatfield Polytechnic, London and Cambridge University extra-mural departments, the Adult Education Panel, WEA, Hertfordshire Careers Service and the Hertfordshire Library Service

2.4 Links

There has been one meeting of the Links with the Advisory Committee during the year. The maintenance of a system of local networks has been EGA policy since its inception, but its success depends on the commitment of individual Link members

2.5 Information sheets

These have been a most successful adjunct to the service EGA offers. They have been useful to the initial enquirer and as a reinforcement to counselling sessions

2.6 Public relations

As a result of contacts made in previous years there is a good relationship with other agencies offering information and guidance such as Citizens Advice Bureaux, Job Centres, the National Housewives Register in Hertfordshire, the local employment rehabilitation centre, careers offices and public libraries

2.7 Publicity

Advertisements in local newspapers always generate a spate of enquiries, however instead of the normal two advertisements each term, it was only possible to place two advertisements in the year 1979/80

3. The service provided to enquirers

Ninety-two per cent of clients sought advice and 47% counselling; 13% were offered assessment (most of these were women returners). Assessment takes the form of interest inventories, occupational checklists and psychometric tests. Job knowledge indices and exercises are also used to aid decision-making and increase self-awareness. For the first time the number of adults who indicated some need of vocational guidance is shown separately. Clients are often interested in making a vocational plan for the future, then choosing suitable courses which they hope will help towards fulfilment of their goals. Their goals may change of course, but they are encouraged to try to formulate some long-term plans.

Of the 642 people who contacted EGA, 40% were telephone consultations, 10% postal enquiries, 39% came for interviews by appointment and 11% "dropped in" without an appointment.

4. Types of client

During the year 480 women (75%) and 162 men (25%) consulted EGA. Last year the proportion was 69% women and 31% men. There is little change in the age of clients but this year there are fewer "unknowns". This year there is a higher proportion of occupational group EG II, lower professional, for both men and women and this is reflected in the increased proportion seeking knowledge and advice on post-graduate and professional courses, especially men (21% this year compared with 12% last). The proportion of unemployed men increased to 16% compared with 11% last year. It is interesting to note an increase in the proportion of men seeking full-time courses this year (35% compared with 26% last year). Many wish to lessen the blow of unemployment and redundancy by undertaking a full-time educational course and they need very careful counselling and may be referred to other agencies if appropriate. The drop in the proportion of men seeking part-time courses could be due to their difficulty in gaining any day release. The proportion of clients who are housewives wishing to return to education has increased to 32% this year compared with 26% last year. Many take the first step back by enrolling on a short course at the Hatfield Polytechnic; possibly New Opportunities for Women (NOW) or Polyprep. Clients seeking associate studentships this year (6% men, 3% women) are shown separately for the first time

6. Future developments

The need for educational guidance services for adults has never been greater. The Department of Employment's Occupational Guidance Units (OGUs) designed especially for adults, have been closed for financial reasons and the careers service is overstretched dealing with unemployed school leavers

The social trends mentioned include mid-career mobility with emphasis on middle age seen as a time for new opportunities; unemployment and under-employment whereby people will seek career development through horizontal rather than vertical movement; continuing education, including training for leisure and the expansion of paid educational leave to prevent occupational stagnation; changing sex roles and retirement trends.

The EGA service offers guidance to adults who may be involved in any of these complexities of a society in transition

4.3 Education Advice Service for Adults - Bradford (John Swithinbank, March 1981)

1. Background

The Bradford Local Development Council for Adult Education formulated in 1978 a proposal for a computer-assisted education, information, advice and counselling service based in Bradford central library.

The main features of the scheme were:

- i. Its collaborative nature. Co-operation is necessary with many agencies concerned with adult education and to achieve this the Steering Group consists of members of the local education authority, the LDCAE, the library, the careers service, the universities (Bradford, Leeds and the Open University), the colleges, the Council for Voluntary Service.

An essential element of the service is referral, where appropriate, to specialised agencies such as colleges, the careers service, the voluntary bureau, and local clubs and organisations.

- ii. Its neutral base. The library is client-centred, it is not an educational institution competing for students and is already seen by many as a source of information. Also, it is open throughout the year and so can provide a service at a time when the client regards it as relevant. It can also act as a base for the service 63 hours a week including Saturdays.
- iii. Use of a computer. The Open University computer (based in Newcastle) could eventually be used as a "tool" to provide instantaneous retrieval of up-to-date information relevant to clients' enquiries and spheres of interest.

The scheme envisaged a full-time staff of three with considerable part-time clerical support and a computer officer. It was costed at nearly £30,000 per annum (1978 figures).

Such funding was not forthcoming, despite repeated attempts, and the Steering Group decided to launch the project on a very limited budget.

2. Operation

The service began operating in January 1980.

Originally there was a staff of three on a part-time basis, plus a part-time secretary. We arranged our own training programme, in consultation with relevant agencies, for a period of three months prior to the start of the service. This counselling team has now expanded to about a dozen by the inclusion of volunteers. The majority of these came through personal contact - we did not submit them to any formal or rigid application procedure but assumed they would counsel themselves out during their training if they felt unfitted for their role. (This has occurred in two or three cases.)

They are in three main groups, firstly a small group of mature full-time degree students (who have a great deal to offer as they really know the difficulties of continuing education); secondly a group of professional educators on the fringe of mainstream education; and finally a small, as yet too small, group of people outside education such as an industrial chemist and a recently retired nursing officer.

Their training has been on similar lines to the training of the original counselling team. They have had seminars with a careers officer, the principal training officer of the social services department and with a principal librarian. They have had a number of sessions with us, both together and individually, and a number of sessions on their own. Next they sat in with one or more of us for counselling sessions and when they feel they are ready they start work on their own. This expansion of the counselling team at almost no cost is a sensible strategy when faced with inadequate funds.

In addition, funded quite separately by the British Library, we had for six months an information assistant to prepare the information for the computer which hopefully will be operational in the near future.

The service began operation in the central library, mainly on an appointments system, with sessions available at various times of the week including one or more evenings and Saturday mornings. Publicity has been through leaflets and posters, local press and radio and through contacts with appropriate agencies and organisations.

Once the service was adequately established and its staff increasing some element of outreach work was introduced. The service has operated from the library bus on a number of Saturdays, with staff talking both to people on the pavement or more lengthily in the bus itself. Similarly we ran a "stall" in the entrance hall of the central library on three consecutive Saturday mornings. This year we began to provide two sessions each week in Keighley - the second largest centre of population in our area. In March we held a very successful "open day" in a large shopping centre which over 250 people visited including 17 who had counselling sessions on the spot, plus a number who booked appointments.

3. The future

Some key areas are:

1. funding - there are considerable uncertainties about this;
2. independence - could the service maintain its independence if its funds were to be provided from only one source;
3. balance - there is an on-going debate on the relative importance of information, advice and counselling;
4. evaluation - record-keeping and follow-up work with our enquirers are an integral part of the service but with limited resources it is difficult to make this wholly satisfactory.

4.4 A comparison of the three guidance centres

The following comparison of some of the aspects of the three centres serves to illustrate some of the special characteristics of each of them.

A comparison of the personnel in the three centres shows that the only employee working on a full-time basis is in the Education Shop in London. The salary is paid by the Inner London Education Authority and thus by the state. In Hatfield Mrs Springall is paid by Hatfield Polytechnic and Dr. Vickers by the Open University. Both work part-time in the centre. This staff is complemented by voluntary helpers, thus enabling the guidance centre to offer its services throughout every week of 1980. The guidance centre in Bradford works solely with unpaid volunteers.

Secondly, the comparison reveals considerable differences in the institutional autonomy and location of the centres. The Education Shop is in former shop premises. The term "shop" is used to put across the idea of free access to this institution in the centre of a London district. In Hatfield the guidance centre started off in the polytechnic student advisory service, whose rooms it still uses. As the polytechnic is not in the town centre, the location of the guidance centre involves certain disadvantages. In Bradford the guidance centre is in the municipal library, which is generally regarded as being an important information centre. Reference must also be made to the library bus which is used by the guidance centre too. In this way, access to the library and guidance centre services in different parts of the town is facilitated.

Thirdly, the three guidance centres differ according to the functions they carry out. The Education Shop, which is in a district with a large number of immigrants from Bangladesh, for example, draws a very clear distinction between a purely informational function, which consists of pointing out the existing possibilities of realising certain aims, and the actual guidance function which deals with clarifying the motives and problems of those concerned. After the counselling, the people seeking advice should be in a position where they are able to make the best possible decision by themselves. Furthermore, the Education Shop informs and advises individual further education institutions about the problems and wishes of the people in question.

In Hatfield the guidance service was aimed primarily at women at first. During the initial development of the centre the number of clients increased; women still make up the majority of the people who are given advice. In this centre, however - as opposed to those in London and Bradford - tests are used to diagnose the clients' problems better. The tests are meant to establish levels of imaginative intelligence or special knowledge and skills, especially in the area of basic cultural skills. The tests are meant to help towards better guidance and counselling. A clear distinction is drawn between this and the provision of information (for example, careers guidance).

One feature of the guidance centre in Bradford lies firstly in the joint use of the library bus - the guidance centre drives out to anyone who might be interested - and secondly in the use of computerised information. This last point raises questions and problems of both a technical and financial nature. The costs of computerisation are very high. It is questionable whether a local, highly complex and continually changing net of information can be accumulated in this way. What is more, only official and not informal information can be recorded with computers.

What all three guidance centres have in common, on the other hand, is co-operation with a large number of local institutions of various kinds.

Fourthly, the guidance centres we visited differ with respect to their financial situation and institutional status. Only the Education Shop in Tower Hamlets is financed by the state and enjoys an institutionally independent status. The guidance centre in Hatfield is financially dependent on the polytechnic and is run by a senior tutor for continuing education in Hatfield Polytechnic and a senior counsellor of the Open University. The guidance centre in Bradford, finally, is an integral part of the municipal library. The advantage here is that the guidance centre is not dependent on any institute of further education; the disadvantage could be that the clientele remains restricted to library users. It is debatable whether people who are not accustomed to using educational facilities will set foot in a library. For the guidance centres in Hatfield and Bradford there is the important problem of financial security. In neither case does the local education authority contribute to the financing. The institutionally dependent financing of a guidance centre is a contradiction as it is working outside the bounds of the institution. Each of the communities shows interest in its guidance centre, but until now this interest has been restricted to support of a moral nature. So the future of these institutions which are so important for further education remains uncertain.

5. THE SITUATION OF CONTINUING EDUCATION GUIDANCE IN SWEDEN, THE FEDERAL
REPUBLIC OF GERMANY AND DENMARK

5.1 Guidance services in Sweden

The establishment of guidance centres in continuing education has been discussed and evaluated in Swedish adult education since the middle of the 1970s. The conception of the guidance services has resulted in research and development work, for example the NBE project Study and Vocational Orientation in Adult Education (1975-9, SYO). There have been guidelines for rules and regulations from the National Board of Education and for in-service training. The ideas are also to be found in a report by the Government Commission on Second Chance Education (SOU 1979: 92).

What is wanted is guidance with guaranteed financial support over the next three or four years. It should have two stages, due to the fact that a mature student needs study and vocational guidance both for his choice of school and for his time as a student. Then he needs help with the detailed planning of his studies and perhaps with the planning of his further education. So the counselling should consist of a guidance and counselling centre independent of an educational or training institution.

This guidance service which provides information on all kinds of adult education is centrally situated and easily accessible to the adult population. It gives an informal, inviting and non-scholastic impression and helps people in finding the right kind of education they need.

The guidance service fits educational institutions to people, not the reverse. It is based on the needs of the applicant. Those working in the centre have a good knowledge of the qualifications needed by mature students and the obstacles in their way.

The centre has good contacts with all the educational and training institutions and key figures in the neighbourhood. It has a well-developed co-operation with authorities of different kinds, and with trade unions.

The centre publishes information on its activities, but more important is the bush telegraph, the grapevine, the information you get from someone you know, a close friend or a colleague.

The centre concentrates its work on priority groups: the under-privileged, handicapped, unemployed and immigrants.

What the economic crisis will mean to Swedish adult education is unforeseeable, but up to now study guidance as described above has been carried out under better conditions and has been more common in Sweden than in England. In Sweden too, however, the possibility of getting guidance for choosing a course of study varies from one municipality to another. The employment service gives a certain amount of help through its own vocational guidance. Some municipalities, on their own initiative, have set up guidance centres to provide information on all kinds of adult education. The SYO-VUX project referred to above has tried different models of how guidance on all adult education could be organised.

In Swedish second chance education there are special resources for study and vocational guidance. A survey has shown that second chance institutes receive many applicants who need guidance but who will not become students at that particular institute but at some other one. The adult education centres also have some resources for guidance. This guidance is directed mostly at the students in the school. People working in adult education associations also give information on other adult education than their own, but have no special financial resources for guidance.

5.2 Guidance services in continuing education in the Federal Republic of Germany

The setting up of information, guidance and counselling services in adult education has been one of the aims of education policy in the Federal Republic of Germany since the early 1970s, according to the overall education plan (Bildungsgesamtplan) and various Länder Acts on adult education. In order to achieve the aim of expanding the adult education sector into the "fourth sector" of education (quartären Bildungsbereich), considerable importance is attached to the development of guidance and counselling services in adult education.

In support of the efforts to set up information, guidance and counselling services in the Federal Republic of Germany a number of pilot projects have been sponsored by the Federal Ministry for Education and Science in recent years. The few pre-existing services for guidance and counselling in adult education were mainly provided by the Volkshochschule ("People's University") in the form of counselling on course participation and learning strategies for Volkshochschule students. In accordance with the aim of conducting adult education and the relevant guidance and counselling services under public responsibility, while preserving the multiple agency structure in the adult education field, the pilot projects developed and tested the idea of adult education guidance and counselling centres run by local authorities independently of the agencies actually providing adult education, and staffed by full-time professional counsellors.

The guidance centre is intended to serve as a linking point between adult education providers and would-be students. Through the services offered (reaching target groups, advertising, information and guidance for adults interested in adult education, continuous investigation of the educational needs of specific target groups and obstacles to participation, and communication of the findings to adult education providers for the purpose of guidance and improvement of the adult education provision), these guidance and counselling centres take on the functions of a small scale planning (Mikroplanung) and guidance service for providers in the local adult education field.

The institutionalisation of adult education guidance and counselling services at local level is thus an important complement to the large scale planning (Makroplanung) scheme developed by Hamacher - the further development of the adult education field by means of adult education development planning.

In order to overcome the lack of clarity of the adult education provision, and improve the chances of access to adult education, adult education guidance and counselling services must, on a preventive and systematic basis, arouse and sustain motivation for education, and advise would-be students how to find suitable courses and avoid dropping out. As a structural element in the adult education sector, guidance and counselling play a part in fulfilling the educational and social purpose of adult education institutions. They help to ensure that the possibilities of the adult education system can be better utilised, and obstacles to participation removed. Adult education guidance and counselling services can make an important contribution to bringing the adult education provision into line with target groups and needs.

The development and extension of adult education guidance and counselling services will essentially depend on how the content of their functions is defined, and on the demarcation established with the employment services' careers guidance and employment counselling, with school guidance services, educational psychology services, and student counselling at universities.

Pilot projects: "Adult education guidance and counselling for the unemployed (Weiterbildungsberatung für Erwerbslose)" and municipal guidance and counselling centres for adult education (Kommunale Beratungsstellen für Weiterbildung)

These pilot projects of the Federal Ministry of Education and Science are being conducted by the Deutsche Institut für Urbanistik (German Institute of Urban Studies), with the support of the Deutschen Städtetages (German Convention of Municipal Authorities), from mid-1976 to the end of 1982. The aim of the first stage of the project (up to 1979) was to motivate unemployed people to take part in adult education in 11 towns and districts with above average unemployment rates, and to develop and try out suitable forms of information and counselling for this purpose, as well as adult education provision geared to target groups. In the second stage of the project (1980-1982) certain major functions important for the successful implementation of adult education guidance and counselling centres are to be evaluated in depth.

The pilot project was intended to develop and test a concept of adult education guidance and counselling in which the guidance and counselling centre, which would be independent of the agencies providing adult education, would accommodate services both for the individual users of adult education and for the providers. The form of adult education guidance and counselling developed in the course of the three-year experiment has the following structural features:

- Staffing, premises and equipment, and administrative links of the adult education guidance and counselling centres:
 - staff capacity: two counsellors (1 x BAT II and 1 x BAT IVb) (BAT = Federal employees' salary scale) and one part-time secretary (social scientist and social worker);
 - counsellors employed as local authority staff;
 - linking of the guidance and counselling centre with a local authority department, "as a local authority service, and not as a section of the Volkshochschule";

- minimum premises: one combined waiting room, meeting room cum information room, plus one office per counsellor and one secretary's office;
- provision of sufficient material for carrying out and funding approaches to target groups;
- accommodation of the guidance and counselling centre not in typical administrative office buildings but in the kind of premises and locations where people will feel at ease.
- The guidance and counselling centres carry out four equally important and inter-related main functions:
 - approaches to educationally disadvantaged people for the purpose of utilising the guidance and counselling provision, and public relations work;
 - information, guidance and motivation for would-be students (individual counselling);
 - co-operation relating to target groups with adult education institutions, social services and local authority departments (guidance for institutions); advice on adult education provision and transfer of findings on needs;
 - compilation and preparation of information (data on adult education provision and needs, construction and updating of a workable information system on local adult education provision).

This profile of functions, the organisational links and the staffing of the guidance and counselling services differs from the hitherto existing forms of educational guidance in the Federal Republic. For the main fields of work, a functional breakdown plan was developed, covering all the domains of action and activities of the centres. In order that the centre should not be confined to the role of a mere middle-man between would-be students and the available adult education provision, these functions were carried out coherently and on an inter-related basis:

- By the continuous use of forms of approach geared to the target groups, it was ensured that population groups unused to education were motivated to visit the guidance and counselling centres.
- By means of individual information, counselling and motivation, it was intended to achieve greater equality of opportunity and to provide help in the case of material and socio-psychological problems. Adult education guidance and counselling as provided at these centres in individual and group discussions was thus not confined to the traditional field of adult education.
- The findings to be gleaned from individual guidance and counselling about adult education interests and behaviour, and obstacles to participation, were to serve as a basis for co-operation and guidance with adult education institutions in the regular planning of programmes and provision. In particular, from the latent adult education needs that emerged in the course of guidance and counselling, it was possible to determine locally differentiated adult education needs relating to target groups and to pass these on to the adult education providers.

5.3 Organisation of study counselling and guidance in Denmark
(Marianne Skov, Denmark)

I. Education for adults

1. General adult education (leisure time - non-vocational). No special guidance exists in this kind of adult education. If the students want information or guidance they may inquire at the administration office or ask the teachers.
2. Competence-giving education (curriculum 9 and 10 year of primary school level and higher preparatory educational level 12 year). Statutory guidance at both levels. The guidance is attended to by a full-time teacher, who works at the institution, and has normally attended a two-week course on counselling and guidance. The counselling is mostly concentrated on advice - before and during their education at the institution, and some advice on further education, before they leave the school.
3. Vocational education
 - a. Retraining courses and maintenance of qualification courses. These courses are seldom organised specially for adults. Advice and counselling may be given at the job centre.
 - b. Vocational education for youngsters (skilled workers). Statutory counselling, maintained by a full-time teacher at the institution.
 - c. Unemployment projects. Often offer counselling and guidance in various degrees.

II. Education for children

1. Public school (primary level). Advice is given from when the child is eight years old by a full-time teacher, who normally has attended a course of approximately 500 hours. They are careers officers only, and normally the advice stops when the pupils leave school, but in some areas of the country, the guidance is extended till the pupil is 18 years old.
2. Public school (secondary level). Career officers as mentioned above.
3. University and higher education. Career officers as mentioned above.

III. Guidance and counselling outside the educational system

1. Job centres. The employment and career services in all large towns offer counselling and guidance to both adults and youngsters. The counsellors are well trained, and work mostly full-time, although not academical qualifications are always required.
2. Special job centres for youngsters. These are closely connected with the general job centres and various unemployment projects for youngsters.

3. Public service offices. Social workers give advice, and one or several labour consultants are often attached to bigger offices.

IV. Co-operation

The division of guidance and counselling into various sections necessitates a great deal of information. An informal network of information and collaboration has developed, and this collaboration has been formalised in 1980.

A P P E N D I X 1Visit to two institutions of continuing education in London

The visit to these further education guidance centres was complemented and rounded off with a visit to two institutions of continuing education in London.

The first visit was to the Montefiore Community Education Centre which has a working link with Tower Hamlets Institute of Adult Education. Among other things, this institute has English as a second language in its programme. These courses are aimed particularly at immigrant workers and their families. At the moment, special attention is being paid to the wives and children of Bengale immigrants. One notable point of interest is the way in which contacts are made: this happens for example in hospitals, through social workers, teachers and so on, key persons, friends and so on working as "multipliers". While English courses are offered to the wives of immigrants from Bangladesh whose husbands have often been in England for a long time and have had their families join them, the children, who attend normal schools, are offered mother-tongue tuition in the afternoons. In this way a contribution is meant to be made to the cultural integration of the immigrants and their families on the one hand and to the stabilising of the families on the other. The children are looked after while the courses for the women are being run.

The second visit was to the Camden Institute. This is an institution which offers a broad spectrum of leisure and educational activities. The number of students varies according to the subject and teaching aims of the separate courses. So the tutor/tutee ratio in the case of adult literacy courses is 1:3. In some courses the average number of students is 12, in some even 25-30. An important point too is the equipment and the number of study places in the individual rooms. Some of the courses are run in the daytime, some in the evening. Worth mentioning as well is that this institute offers courses in hospitals, old people's homes, homes for the handicapped and so on, for the people in these institutions. A very simply-furnished cafeteria makes a lively communication centre. To enable mothers which small children to visit courses, parents working on their own initiative have set up a kindergarten in the institute grounds. During the courses the children are looked after there. Impressive, too, is the good functional equipment in the institute.

At the same time, however, it must be said that the rooms themselves are bare and unaesthetical. One gains the impression that the buildings and rooms are arranged solely to meet the students' interests and fields of activity. The particularly good atmosphere in the individual courses of the tutors and students we were able to speak to was really surprising. The impression given was one of a very frank, communicative, relaxed and friendly atmosphere. Another impressive point is the flexibility shown in course planning. Initiatives from the course students are adopted quickly if a sufficient number of interested people can be found. The obvious lack of rigid bureaucratic rules which would block any initiative is particularly striking.

At weekends the institute is at the disposal of the families and their children. These weekend activities are supported by the tutors.

The courses are prepared annually by the Institute staff and Management Committee according to certain criteria and certain funds available. The quality of the courses is guaranteed among other things by the course leaders having to be individually authorised. Further training is available to the course leaders, too.

In these two institutions of continuing education, both of which are accommodated in part in school buildings, we were confronted with forms of teaching and learning which contrasted most agreeably with traditional school teaching and learning. This pleasant atmosphere is probably not least one of the reasons why the courses in these institutions are in such great demand.

A P P E N D I X 2

Directory of educational guidance services in the United Kingdom

Compiled by the Educational Advisory Services Project
Funded by the British Library

Published by the Advisory Council for Adult and Continuing Education
19b De Montfort Street, Leicester LE1 7GE

**LONDON
HOME COUNTIES AND
SOUTH-EAST ENGLAND**

(1) AYLESBURY

Name: EDUCATION INFORMATION SERVICE FOR ADULTS
Address: Youth and Community Department, County Hall,
AYLESBURY, HP20 1UZ Buckinghamshire.
Telephone: (0296) 5000 extn. 494 or (02408) 2328
Contact Person: John Goddard
Note/Comments: An occasional service, taking place at Aylesbury, High
Wycombe and Milton Keynes.

(2) CAMDEN

Name: CALA (Camden Adult Learning Advice)
Address: 2 Malden Road, LONDON NW5
Telephone: (01) 267 7146
Contact Person: Anna Patterson

(3) EAST GRINSTEAD

Name: EASA (Educational Advisory Service for Adults)
Address: Open University (South East Region), Wyvern House,
230-232 London Road, EAST GRINSTEAD,
West Sussex RH19 1LA
Telephone: (0342) 27821
Contact Person: Dick Derby

(4) HATFIELD

Name: EGA (Educational Guidance for Adults)
Address: PO Box 109, HATFIELD, Hertfordshire AL10 9AB
Telephone: (07072) 68100 extn. 289
Contact Person: Joan Springall

(5) LAMBETH (*)

Name: LEO (Lambeth Educational Opportunities)
Address: 206 Coldharbour Lane, Brixton, LONDON SW9
Telephone: (01) 674 6725
Contact Person: David Waterman

(6) LONDON

Name: EDUCATION ADVICE LINE
Address: BBC Radio London, 35A Marylebone High Street,
LONDON W1A 4LG
Telephone: (01) 486 7040
Note/Comments: The Advice Line is open Thursdays only 1pm to 4pm.
Information on the operation of the service is available
from Gloria Abramoff at BBC Radio London ((01) 486 7811)

(7) SUTTON

Name: ADULT EDUCATION ADVISORY SERVICE
Address: Sutton College of Liberal Arts, St Nicholas Way,
SUTTON, Surrey, SM1 1EA
Telephone: (01) 661 5067
Contact Person: Paddy Powell

(8) TOWER HAMLETS

Name: THE EDUCATION SHOP (Tower Hamlets Education
Advice)
Address: 75 Roman Road, Bethnal Green, LONDON E2
Telephone: (01) 981 3164
Contact Person: Kevin Burton

**ENGLISH
MIDLANDS**

(9) BEDFORD

Name: EDUCATION ADVICE CENTRE
Address: Bedford College of Higher Education, 10 Rothsay Gardens,
BEDFORD
Telephone: (0234) 47514
Contact Person: Trevor Jordan

(10) BIRMINGHAM

Name: ALEC (Adult Learners' Enquiry Centre)
Address: Birmingham Central Library, Chamberlain Square,
BIRMINGHAM B3 3HQ
Telephone: (021) 233 2260
Notes/Comments: ALEC is managed by the Birmingham Joint Committee for
Adult Education Information and Advice Services
Faculty of Education, City of Birmingham Polytechnic,
Westbourne Road, Edgbaston, BIRMINGHAM B15 3TH
Telephone: (021) 454 3560
Contact Person: Barrie Thompson

(11) CHELTENHAM

Name: ADULT EDUCATION ADVISORY SERVICE
Address: College of St Paul and St Mary, Tice Park,
CHELTENHAM GL50 2RH Gloucestershire
or
Reference Library, Clarence Street, CHELTENHAM
Telephone: (0242) 28111 extn. 53 or (0242) 582288
Contact Person: Peter Whitley or Reference Librarian

(12) CORBY (*)

Name: ADULT VOCATIONAL AND EDUCATIONAL ADVISORY
CENTRE
Address: C/o Mobiles 8 and 7, Tresham College, George Street
CORBY, Northamptonshire
Telephone: (05386) 83188
Contact Person: Gil Smith

(13) MALVERN

Name:

Address:

Telephone:

Contact Person:

EDUCATIONAL ADVISORY CENTREMalvern Hills College, Albert Road North,
MALVERN WR14 2TW, Worcestershire
(08845) 65351/2/3Arthur Hayens (Principal) - until August 1981
Steven Brookfield - after that date**(14) OXFORDSHIRE**

Name:

Address:

Telephone:

Contact Person:

Notes/Comments:

LIAISE (Liaison in Adult Services and Education)Open University (Southern Region), Foxcombe Hall,
Boars Hill, OXFORD OX1 5HR
(0865) 730731

Stephanie Clennell

An occasional service; two projects have been held in
successive years at Witney and Abingdon and it is hoped
that this will develop at other locations.**NORTH-EAST
ENGLAND****(15) BRADFORD**

Name:

Address:

Telephone:

Contact Person:

EDUCATION ADVICE SERVICE FOR ADULTSThe Central Library, Princes Way, BRADFORD BD1 1NN
(0274) 33081

John Swithinbank

(16) HALIFAX

Name:

Address:

Telephone:

Contact Person:

THE EDUCATION SHOP2 Crossley Street, HALIFAX
(0422) 42106

Tony Lilley

(17) HULL

Name:

Address:

Telephone:

Contact Person:

EGSA (Educational Guidance Service for Adults)C/o Careers Information Centre, Gough Chambers,
13 Seville Street, HULL HU1 3EF
(0482) 223081 extn. 38

Julie Fowler

(18) NEWCASTLE-UPON-TYNE

Name:

Address:

Telephone:

Contact Person:

LEASA (Linked Educational Advisory Service for Adults)2 Ellison Place, NEWCASTLE-UPON-TYNE NE1 8EU
(0632) 29735

Margaret Locke

(19) ROTHERHAM

Name:

Address:

Telephone:

Contact Person:

**LIVE AND LEARN (Working Party on Educational
Information, Guidance and Counselling for Adults)**
Main Library Information Desk, Central Library and Arts
Centre, Walker Place, ROTHERHAM S65 1JH,
South Yorkshire
(0709) 2121 extn. 3119
Peter Hinchley**(20) SHEFFIELD**

Name:

Address:

Telephone:

Contact Person:

**EDUCATIONAL INFORMATION ADVISORY SERVICE FOR
ADULTS**
Halford House, Fitzalan Squares, SHEFFIELD S1 2BB
(0742) 20911 extn. 317
Ted Mears**(21) SUNDERLAND**

Name:

Address:

Telephone:

Contact Person:

**LEASA (Linked Educational Advisory Service for Adults,
South Tyne and Wear)**
East Community Centre, Moor Terrace, Hendon,
SUNDERLAND SR1 2SH
(0783) 78474
Linda Meldrum**(22) WAKEFIELD**

Name:

Address:

Telephone:

Contact Person:

**EDUCATIONAL COUNSELLING AND GUIDANCE FOR
ADULTS**
Bretton Hall College, West Bretton, WAKEFIELD WF4 4LG
West Yorkshire
(0877) 553758
Mabel McGowan**NORTH-WEST
ENGLAND****(23) LANCASTER**

Name:

Address:

Telephone:

Contact Person:

**EDUCATIONAL INFORMATION AND COUNSELLING
SERVICE FOR ADULTS**
Room D25, Lancaster College of Adult Education,
St Leonards House, St Leonardsgate, LANCASTER LA1 1NN
(0524) 60141
Mavis Langham**(24) MANCHESTER**

Name:

Address:

Telephone:

Contact Person:

MEAN (Manchester Educational Advisory Network)
Careers Office, Education Offices, Crown Square,
MANCHESTER M3 3EP
(061) 228 2191
Steve Needham

(25) MANCHESTER

Name: SMEAS (South Manchester Educational Advisory Service)
Address: The Birtles Adult Education Centre, Town Centre,
Wythenshawe, MANCHESTER M22 5RF
Telephone: (061) 499 1455
Contact Persons: Pat Fiske and Joe Ogden
Notes/Comments: Operates as part of MEAN (see 24 above)

(26) NELSON AND COLNE

Name: STAND 18
Address: C/o Nelson and Colne College, Scotland Road,
NELSON BB9 7YT, Lancashire
Telephone: (0282) 66411
Contact Person: Wyn Smith

(27) WIGAN

Name: CLEO (Contact for Learning and Educational
Opportunities)
Address: Education Department, Gateway House, Standishgate,
WIGAN WN1 1XL, Lancashire
Telephone: (0842) 484829 extn. 295
Contact Person: Bridget Fielding

**SOUTH-WEST
ENGLAND**

(28) BATH

Name: ADULT ADVISORY SERVICE
Address: City of Bath Technical College, Avon Street,
BATH BA1 1UP
Telephone: (0225) 312191
Contact Person: John Manley

**NORTHERN
IRELAND**

(29) BELFAST

Name: EDUCATIONAL GUIDANCE SERVICE FOR ADULTS
Address: Room 208, Bryson House, 28 Bedford Street,
BELFAST BT2 7FE
Telephone: (0232) 44274
Contact Person: Dorothy Eagleson

(30) BELFAST

Name: NIFEGS (Northern Ireland Further Education Guidance
Service)
Address: 40 Academy Street, BELFAST BT1 2NQ
Telephone: (0232) 29211 extn. 3102/3
Contact Person: Ria Taylor

SCOTLAND

(31) EDINBURGH

Name: EDUCATION INFORMATION AND ADVICE SERVICE
Address: The Adult Learning Centre, 31 Guthrie Street,
EDINBURGH EH1 1JG
Telephone: (031) 226 3231
Contact Person: Tony Graham

(32) LOTHIAN (*)

It is planned to set up a network of local neighbourhood advice centres in the
Lothian Region, located in shop-front premises. Further information from Tony
Graham (see 31 above)

(33) GLASGOW (*)

Name: NETWORK
Address: Lowenhill, 74 Victoria Crescent Road,
GLASGOW G12 8JN
Telephone: (041) 357 1774
Contact Person: Jo Moseley
Notes/Comments: A telephone and postal enquiry service is planned,
supported by a referral network using a wide range of local
providing agencies.

BEST COPY AVAILABLE

ANNEXE 3 / APPENDIX 3VISITE AU ROYAUME-UNI / VISIT TO THE UNITED KINGDOM

18-21 May 1981

Liste des participants / List of participantsDANEMARK/DENMARK

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Mrs Marianne SKOV
Randers forberedelseskursus
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REPUBLIC OF GERMANY

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CH - 1207 GENEVE

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I - 00144 ROME

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COUNCIL OF EUROPE

M. Jean-Pierre TITZ
Direction de l'Enseignement,
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Division de l'Education Extrascolaire